

The Treatment of WWII in History

Objectives:

1. Students will synthesize facts into a working narrative of historical events.
2. Students will assess the accuracy of historical generalizations.
3. Students will formulate concise arguments based on historical events.
4. Students will work cooperatively in groups.

Methods:

1. Investigative research
2. Small-group discussion
3. Team-work
4. Debate

Essential Questions: Upon completion of this lesson students will answer all of the following questions with references to specific details from their experience with the activity.

1. What makes one view of history ‘more true’ than another?
2. Why would a government endorse a version of history that is not wholly accurate or complete?
3. What is the social importance of historical accuracy? Why should one care about historical misrepresentations?

Activity:

1. Students will be divided into six mixed-ability groups. (2 min)
2. Students will receive one of the following statements that they will be required to prove in a debate: (10 min)
 - a. The Japanese Government owes a group of Korean women and/or their families reparations for the crimes they inflicted upon them during WWII.
 - b. The Japanese Government does not owe a group of Korean women and/or their families reparations for the crimes they inflicted upon them during WWII.
 - c. The Japanese Government should openly apologize to the people of China and revise its history textbooks to demonstrate genuine remorse for its behavior during WWII.
 - d. The Japanese Government does not need to openly apologize to the people of China and revise its history textbooks to demonstrate genuine remorse for its behavior during WWII.
 - e. The United States was not justified in its frequent and intentional bombing of civilian targets in Japan during WWII.
 - f. The United States was justified in all of its bombing missions in Japan during WWII.
3. Students will read and discuss informational packet about their subject. (12 min)
4. Students will form a basic outline of their case. (25 min)

5. Students will conduct independent research using *Encyclopedia Britannica*, *History Behind the Headlines*, and other informational sources available in the School Library. (50 min)
6. Students will finalize their case and show it to the teacher for comment and approval (20 min)
7. Students will submit their case outline to their opponents and prepare rebuttals based on their opponents'. In other words, teams will trade outlines to provide an opportunity for teams to investigate their opponents' claims.
8. Students will defend their cases in a debate. While not participating in the debate, students will complete questioners based on the content of each teams cases.

Assessment:

1. Students will demonstrate their ability to synthesize facts into an argument by including relevant facts in their cases.
2. Students will assess the accuracy of their opponents' claims by criticizing the context and completeness of their arguments during the debate.
3. Students will demonstrate knowledge of WWII by citing detailed and accurate accounts of the conduct of the war.
4. Students will conduct themselves in a confident and courteous manner during an academic debate.